

Family Life And Sexual Health (F.L.A.S.H.)

Lesson Plan 12: Reproductive System

Student Learning Objective:

The student will be able to...

1. Distinguish reproductive system facts from myths.
2. Distinguish among definitions of: ovulation, ejaculation, intercourse, fertilization, implantation, conception, circumcision, genitals, and semen.
3. Explain the processes of the menstrual cycle and sperm production/ejaculation.

TIME NEEDED: 40-50 MINUTES

Materials Needed:

1. One copy per student of "Reproductive System Worksheet #3 and 5" (fifth grade)

OR

Reproductive System Worksheets 4 & 5 (sixth grade)

OR

Reproductive System Worksheets, 4, 5 and 6 (Horizon classes or individual students with sophisticated writing skills)
2. Optional: Transparencies #4 & 5, same as "Reproductive System Worksheets #1 and 2"
3. Overhead projector

Agenda:

1. Discuss purpose of lesson.
2. Use transparencies or your own drawing skills to explain the processes of the male and female reproductive systems and to answer "Anonymous Question Box" questions.
3. Use "Reproductive System Worksheet #3 or 4" to reinforce new terminology.
4. Use "Reproductive System Worksheet #5" as a large group exercise to reinforce understanding of the reproductive process.
5. Optional: Use Worksheet #6 to further reinforce activities #1 and 2, above.

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ACTIVITY

1. Explain why you are doing today's lesson so that people will understand their own bodies better and feel more confident asking questions and discussing bodies with their parents and doctors.
2. Using transparencies #4 and 5 or your own blackboard drawings, respond to the remainder of the "Anonymous Question Box" questions about the reproductive system, especially those on PHYSIOLOGY. If no questions arise regarding the following terms, explain them anyway:
 1. OVULATION
 2. EJACULATION
 3. INTERCOURSE
 4. FERTILIZATION
 5. IMPLANTATION
 6. CONCEPTION
 7. CIRCUMCISION
 8. GENITALS
 9. SEMEN
 10. MENSTRUATION
3. Hand out "Reproductive System Worksheet #3" (fifth grade) or "...#4" (sixth grade or Horizon) and allow students 5 to 10 minutes to complete it individually. Then, go over it aloud, letting students correct their own papers. Having them read the items will give them additional practice pronouncing the terms.
4. Hand out "Reproductive System Worksheet #5" and, as a large group, fill in the blanks.
5. OPTIONAL: Horizon classes or individual students with sophisticated writing skills may use "Reproductive System Worksheet #6" in pairs to help them reconstruct the processes of reproductive systems.

RELATED ACTIVITIES FOR INTEGRATED LEARNING:

- A. LANGUAGE ARTS: Add to Glossary the terms "cell," "cervix," "clitoris," "Cowper's Gland," "ejaculate," "epididymus," "fallopian tube," "fertilize," "semen," "seminal vesicle," "testes," "urethra," and "vas deferens".
- B. MATH: Students can figure out, if a hypothetical female ovulates, say from age 12 to 47, 13 times a year, how many eggs are released altogether. (Answer: 455 eggs.) They can determine, if a hypothetical male produced 150 million sperm a day from age 15 until his death at age 75, how many would have been produced altogether. (Answer: 3,285,000,000,000 sperm in a lifetime or 54 billion, 750 million per year.)
- HOMEWORK: Students may EITHER discuss Reproductive System Worksheets with an adult in the family* OR call the Sex Information Line (206) 328-7711 or their family doctor to find answers to one of the following common questions:

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- What does it mean if one breast or testicle is larger than the other?
- How does a person know when to get a checkup of the reproductive system?
- What is the best way to treat pimples?
- What if the penis or vagina is "too big" or "too small"?
- Do all boys have wet dreams and do girls have something similar?
- Do all girls menstruate and do boys have something similar?

NOTE: If you assign questions from the Question Box for students to find answers, **MAKE SURE TO TYPE THEM FIRST**, so that a student cannot recognize another student's handwriting and violate their anonymity.